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Observations are presented on a community project, started in 1958, to expose children to creative work and thus assist them to determine careers. Young people, ages 10-18 and representing 15percent of the school population, work Saturday mornings with professionals (scientists, artists, historians) who are organized in a community resources pool. In 1960, the seminars became part of the school system; they demonstrate how careful planning and collaboration between school and community can have fruitful results.

Seminar success depends upon superior leaders with enthusiasm, a more important factor than teaching knowledge or personality traits. The program 's central value is that it brings the young people into a kind of reality missed in school, particularly effective because the students feel no pressure to make scores for the record. Spontaneity and interest are consistently present, due appartently, to an attitude of exploration and a situation where leader and children work together. The kind of identification happening in the seminars is beyond price in its meaning for young people.

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A COMMUNITY-SCHOOL VENTURE

TOP PROFESSIONALS WORK WITH SCHOOL STUDENTS

BY

DAVID MALLERY

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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FEBRUARY, 1963

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS

This monograph is No. 7 in a series of studies initiated by the Committee on Educational Practices of the National Council of Independent Schools and now continued under the direction of its successor, the Committee on Research of The National Association of Independent Schools. The author, David Mallery, formerly a teacher of English at Germantown Friends School, is Director of studies for the Committee. He is also the author of New Approaches to Education, published by the National Council of Independent Schools in March, 1961, and of High School Students Speak Out, a study done under the auspices of the Educational Records Bureau, published by Harper and Brothers in April, 1962.

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A COMMUNITY-SCHOOL VENTURE

TOP PROFESSIONALS WORK WITH SCHOOL STUDENTS

By

DAVID MALLERY

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS

4 LIBERTY SQUARE, BOSTON 9, MASS.

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PART ONE

A LOOK AT WHAT IS HAPPENING

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CHAPTER I

TO GIVE YOUNG PEOPLE A SENSE OF WHAT IT IS LIKE TO BE A "PRO"

For the last five years in South Orangetown District #1, Rockland County, an hour out of New York City, young people — about 15% of the school population from age ten to eighteen — have been working Saturday mornings with professional people in the community in a program which already has attracted wide attention. They have met in living rooms, cellars, station wagons, science laboratories, archeological sites and, more recently, school classrooms. As these words are written (December 1962, and, appropriately, on a Saturday), twelve high school students are working with a research chemist in a Tappan Zee High School classroom on a study of the dyes used in food coloring. Eleven seventh and eighth graders are having one of a series of sessions on computer mathematics with a scientist from a nearby geological observatory. Eight high schoolers are making a city planning survey of a village near the school with an architect, while another group is out on a social science field study in the same town with its team of leaders: a city planner, a lawyer who is an expert on relocation in urban renewal, a politician, and a history teacher. Some seventh and eighth graders are at work with an artist on a mural in the school's main hall, while in one of the rooms a novelist is working with some young creative writers of high school age. Nine sixth and seventh graders are writing and studying poetry across the hall, and two doors down some fifth and sixth grade artists are working on a Nonsense Book with a noted cartoonist. Next door high school seniors are discussing the U. S. foreign aid program with an anthropologist just back from West Africa, while ten year olds are out today scouting their home territory for Indian artifacts as junior historians and archeologists with a local historian.

The Starting Spark

This extraordinary adventure began in the mind of a woman who is both parent and writer living in Rockland County. Mrs. Betty Friedan conceived the idea as a parent. Her psychological and sociological train-

ing, and her interest in the problem of identity as it relates to education[1] enabled her to plan and direct a program of "intellectual pied pipers" for Rockland County. The idea took fire as she talked it over with friends, neighbors, and professional associates. From some of these she recruited the first nucleus group of scientists, writers, and other professional people to begin the experiment, and these in turn recruited their friends and associates at work. She saw from the start a special challenge to school children which she felt our society was not meeting: "Those of us who started the Resources Pool in 1958 felt that it was becoming increasingly difficult for children growing up in an American suburb or city, to find their own identity, to find the work to which they could commit themselves and thereby realize their human potential. We who started the Pool were engaged in various professions to which we had committed ourselves early or late, and in which we had achieved our own identity. We had reason to know that the person who finds his work early enough and works at it hard enough to find himself is lucky, and we wanted this for our own children. Further, we believed it might be important for this nation for all children to get a more real and vivid sense of the values involved here: the satisfaction of using one's mind in critical and creative work, of committing oneself to an important problem of society. . . . We thought that working with a scientist on real problems of science for a few hours a week might give a child the desire to be a scientist in a way that was quite different from learning the facts of science at school. We thought that working with an artist or achitect or writer or an anthropologist or a lawyer or a city planner or a cancer researcher on the problems of his own field might give a child the needed spark in a way that was quite different from learning the facts of the field at school or hearing a 'career talk' about it."

The venture seemed to members of this Association's Committee on Research of such special interest to schools and communities around the country that it was decided to send still another visitor, a teacher, to study the program in action and to see what the implications might be for education itself beyond Rockland County.

There are now more than one hundred professional men and women who have some part in what is called the Community Intellectual Resources Pool, whether as guest lecturer or performer, visiting teacher, or regular seminar leader (of which there are 25). Each in his way is animated by this hope: that a spark of creativity and a challenge to awareness might strike in young people if they could be brought together

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[1]Mrs. Friedan's new book, *The Feminine Mystique*, is to be published by W. W. Norton Co., New York, early in 1963.

with creative scientists, artists, and social, political, and industrial thinkers of the adult world of their community.

Creative Pro's and School Kids

The nucleus was formed and a first try was made in the field of science. It seemed successful and a few other seminars were tried. This was in the spring of 1958. The community's Rockland Foundation supported these early stages, and saw as did the participants, that something exciting was already happening both to the leaders and to the children. New people came as if magnetized to "join the Pool." Some came to teach. Some came to listen and were drawn in, or drawn up from the back of the room to the front. One of the most effective of the later leaders came first to watch an expert in marine biology research work with ten sixth graders. The visitor, a colleague of the leader (both from the local Lamont Laboratories) soon was conducting his own series, and he drew in still others from the same laboratories.

This was the pattern, the way the sparks of enthusiasm caught fire and spread. By the fall of 1958, there were twelve "seminars" being conducted on Saturday mornings. Some were in borrowed classrooms, some at the Lamont Laboratories, some at the Rockland Foundation's offices. By the fall of 1959, one hundred people had been drawn into some role in the Pool. By the fall of 1960, the seminars became an actual part of the community's school system, an accepted, exciting part of the community's educational adventure.

When the seminars became a part of the school system, they were planned jointly by teachers and Pool leaders, with plans submitted to the Board of Education for approval. The focus of the project was Saturday morning still, since this was when most professional people would be free. The process of evaluation of each seminar was (and is) built into the program. Meetings of teachers and seminar leaders to plan and to evaluate the program were searching and constructively critical. It was decided, and this remains the policy, that no one would be used in the project whose competence in his own field isn't clearly established, whether as a professor in a university or as a holder of a post in a scientific research station, or as someone who has achieved a professional reputation in his work in writing, art, music, public service, business. From the nucleus of the early seminars, sparks flew in other directions. Musicians, often professionally busy on Saturday, gave concerts after school time during the week. A harpist, a string quartet, an oboeist performed at small assemblies, talking about their instruments, chatting

informally with the students, as well as performing. A research scientist found he could get some valuable equipment from government disposal, and he set out with one of the school's science teachers, with whom the new seminar-school collaboration had brought him in contact, in search of a useful collection of scientific materials. A writer was brought into the picture in the hope that young people might gain from seeing something of his processes of creation and, later, from doing some writing under his guidance. They all came with a sense that this was an opportunity to experiment beyond any image of dogged community duty.

Thus far — and it is five years now — it seems that the scientists or writers or artists or lawyers who have gotten involved in the Pool have no problem communicating their own enthusiasm and eagerness to the young people. Each leader's style varies tremendously from that of the next one's, and many have achieved a remarkably high morale in their seminars. The program has had the good fortune to have had particularly effective men in the key post of School Coordinator for the whole project: first, Dr. Leo Poulos, Principal of the Blauvelt School, then Dr. Alexander F. Soutar, Principal of the Palisades School. If any problems in morale were to arise, a seminar leader would seek the School Coordinator's help. It is agreed among the leaders that none of them is expected to be either a therapist or a disciplinarian. Being treated like a serious adult by such a "pro" seems to carry students through many of the early stages when a leader feels new and strange with young people. A college professor, a laboratory scientist, a practicing artist may find that enthusiasm and dedication alone do not bring them in direct contact with their new students. Some do get across right away, and some do not. Here not only patient trial-and-error on the part of the Pool people but perceptive guidance and suggestion from the cooperating school teachers help genuine communication to start and develop in the seminars.

Beyond Payment

There is a token payment made to the seminar leaders, far from the rates of their own professions, but at least in line with the usual rate for outside lecturers in local institutions. Obviously these men and women are not doing this work for the money. Yet all along it has seemed fair and realistic that there should be a payment, particularly since so many of these men and women find themselves in their enthusiasm for the whole venture spending so much time and energy away from their own work. As one of the leaders put it, "this is a kind of service to the ongoing generation and to one's own creative values

which is strangely satisfying to almost everyone who takes part in it." The Director adds, "my own hunch is that perhaps one could cut the pay without destroying the heart of whatever made the Pool work, but if one cut out the spontaneity and the relative autonomy of the Pool which permits it to run itself as a 'community of equals,' it would no longer work." It certainly *is* "working," as I hope the next chapters' impressions of a visitor will show.

CHAPTER II

A WINTER VISIT — END OF 1961

On one of the Saturday morning journeys that I made to the school to get a sense of what was happening, I walked first into the play-writing course. A visiting lecturer was explaining how a writer gets across necessary information at the beginning of a play. I was watching the faces of the twelve girls and seven boys, all sixth graders, more carefully than I was listening to the writer's comments, but I was soon drawn to what he was saying by the shift in the eager and responsive expressions on the children's faces. The Greek chorus — George Burns speaking into a television screen — the altar boy as chorus in the Mass — great actors — comedians — all these, suggested either by the students or by the lecturer were drawn together by the lecturer to show different ways a playwright tells his audience what he wants them to know.

In an art class next door, the leader was challenging his sixth graders to "make a noise in your painting." The children were delightedly trying to do this and the leader worked with them at their seats with some perceptive shifts in approach from one child to the next. Sometimes he would stop his consultations and talk to the whole class: "Remember, that when you try to find the equivalent of this noise — whatever noise you've chosen — remember that *color* is important — not just the color of the instruments you may be painting — but the color of the *noise!*" The leader was an artist in his own right and a recent Guggenheim winner. He seemed particularly astute in reaching his young artists and, as a parent who was visiting with me put it, "He's unfreezing them just at the time they are beginning to freeze." He paid little attention to details of execution in his work with children around the room, but he talked a lot about the *concept.* To one little boy he said, "Make your book tiny if you want to, but fill the page with the noise!" To another he said, "Your three noises are 'tweet' 'gurgle' and 'splash,' from what I see here." The boy, enchanted, jumped from his chair, threw up his arms and said, "Right!" To a little girl he whispered, "Why don't you take the sound of two people whispering together. . . ." To another who seemed to have missed the point of painting the noise and was painting the instrument that makes the noise, he began his explanation by saying, "That's a lovely instrument you've painted. . . ." Then he shifted to the whole group: "You're spending too much time on the object that makes the

noise. Don't miss the noise itself." He had plenty of colored chalk at each seat and urged the children to use it. He was also flexible enough to see when a child hadn't missed his point, when a less perceptive leader might have assumed the opposite: "Will you all stop a second, please? Look at this drawing of a flute. Beautifully done! Can you hear the noise? Can you 'hear' from the way the instrument's drawn the kind of noise it makes? Can you 'hear' the rhythm? Try to figure out in your drawing how you can suggest the kind of noise you have in mind by the way you draw the object in your drawing."

I noticed one little boy's figure was of a man's face in big black strokes with huge red whirls coming out of the mouth — the "noise." Later I heard the leader explaining, "Noises are *like* things. You can draw an abstract pattern that suggests a noise and you can also draw objects which give sounds that seem to look like a bird — a flute. . . ." To one boy he suggested, "Could you do a drawing of sounds in which there is not one straight line?" The rather literal, straight-line boy said he would try. "Give it a try" the leader said, "even though I know this isn't your usual way of doing it." This student and all the others as far as I could tell seemed delighted to have their own personal vision, their own *style,* recognized by the leader. Whether he was trying to get them to develop or stretch or vary their approaches, he seemed to encourage an adventurous spirit..

Down the end of a long corridor I came in on a session on Grass Root Politics for seventh and eighth graders. A relaxed, skillful co-ordinator was sitting near the blackboard among some visitors who turned out to be town officials, a Democrat, a Republican and a Liberal. The coordinator was a social studies teacher from a neighboring school system who had also run for office and had seen something of the inside of local politics. The lady from the Liberal party was describing a concern she had and the young people were taking careful notes, particularly on her answers to questions which they asked. One boy was asking as I came in, "Do you think Liberal party members are just disgruntled Democrats?" The lady answered, "Well, it's hard to answer that. I was raised a Democrat. I think the answer, though, is no. I think people have felt the need of this kind of party and they have come from both parties, Republican and Democrat." The coordinator asked some astute questions about specific support of candidates, but no more astute than some of the questions coming from the young people. Along with all the frantic note-taking, which was very difficult when there was so much questioning going on at the same time, one boy had a camera right by his little hand-note-book and had been snapping pictures of the local celebrities. I was heartened too by the fact that these two men and this

woman didn't just discuss the mechanics of how their town organization ran or how one got elected or who paid for what. There was some of this, but there was also discussion of why they went in for public service in the first place. They talked of how to dislodge an office holder in the county if he is not doing his job, of what they each felt about co-operating with what looked like a winning candidate regardless of what party he was in, of how they felt about keeping an elected official on the job and on the ball. The most emphatic message that came across to me was that here were three attractive and intelligent people who were taking their job seriously and who were eager to talk about it. One of the men said, "It's so interesting to be in politics—there are new problems and new questions, new ways of doing things each year and new opportunities. I've been at it so long and yet I find it more interesting than ever!" At a time when our young people so happily and readily assume that only a clod or a crook will go into politics, surely this was a Saturday morning that counted for a lot more than a late sleep.

I saw eight ninth grade girls in a session with a novelist who is also a university teacher. He was working with these girls in his role as novelist, frankly discussing some of his own techniques and experiences in working on a novel which he had in draft form. He was talking about images and how images become symbols, and his illustrations came from his own novel. His asides were as interesting as his main points. For example, "Writers believe in the reality they create — we try to get a synthesis of experiences and techniques which we hope will be of value to others." He moved into an actual passage from the novel: "Now I'm going to read a tough passage I've been working on. The novel is aimed to put one more nail in the coffin of war. I also feel strongly about capital punishment . . ." and he went on to set the scene and then read the actual passage of three or four pages in which a soldier was being executed. The writer was not satisfied just to dazzle his audience. He was certainly doing this and the students were sitting enthralled. But he went on to explain the technical process he had gone through before he got this scene the way he wanted it. He even showed how he tracked down facts on military regulations, Japanese religious ceremonies and personalities, beyond his own direct experience, out of which he created this scene. He was asking the girls about uses of images and symbols in this passage as I was drawn from the room by my guide and taken to Microbiology where a young chemical engineer moved among twenty eighth graders, intent on their microscopes. This leader by day supervises the production of vaccine at the nearby Lederle Laboratories, the major industrial complex of the community. From his seminar I went to Computer Mathematics, where a very little boy had a question that seemed

rather complicated and he wanted to make sure the leader understood it. He ran to the board to draw a Rube Goldberg design to illustrate his question. Instead of letting the little boy and the teacher work it out, all the rest of the students were scratching their pencils on sheet after sheet of paper at their desks, fairly falling over each other to get the solution to the boy's question for themselves. "Oh! I see!" "I can figure that one out!" "I can do it!"

CHAPTER III

BACK AGAIN — END OF 1962

A year later I found plenty of the same enthusiasm along with some new approaches and subjects. I must admit that I had been impressed a year before with what some of the Pool leaders now considered to have been a fairly passive experience for the students. The intervening year had evidently included some major over-hauling and planning among seminar leaders on how to achieve in the social science sessions the morale and intensity and genuine student involvement which had characterized the science sessions from the start. This real concern and the resulting experiments on the part of seminar leaders were now clearly paying off in many areas outside of science. My first stop was in a room with twelve high school seniors and juniors who were getting some background information on the African Ivory Coast from an anthropologist. He was blending a "tell 'em" approach with some challenging questions about the kind of U. S. aid that would be desirable, given the facts he was presenting.

Across the hall I saw seventh and eighth graders, some scattered over the floor and over several tables, a few gathered around a huge strip of mural on the floor, a few clustered around the artist-leader, and two groups in corners working on choice of colors. The leader's relaxed, questioning approach was fascinating to watch as these eager artists came running with their pet designs and color schemes for the mural which was to be hung in the high school hall. All were not bubbling—some were working intently, heads down. Others babbled and argued with each other. One little seventh grader was designing quietly by himself. I would suspect that it would be hardest to arouse the enthusiasm of seventh and eighth graders on such a project as this. Elementary groups or serious and talented senior high school students would be easier to handle and work with. Yet this room had much happening in it — crackling enthusiasm and quiet work, all moving toward using the best in individuals and the best in group creation to do a job of which all could be proud.

Later in the morning an architect let me wander around among his junior high draftsmen, each of whom was working on plans for a special building project for the redevelopment of a nearby town. These boys and girls had ridden and walked over the town with their architect-

leader for some on-the-spot lessons in the architectural side of redevelopment. When he thought his students were ready, he had each choose a specific project to design for their version of the ideally redeveloped town. I stood behind one boy who was sketching a section of the waterfront, which, when he had originally seen it, had been simply a dump. He was drawing in docks and a restaurant. The girl next to him was working her eraser down to a stub, but enough was left on the page to show a parking area. "In this spot," she said, "there are only a few shacks now. Besides, there needs to be parking space to attract people to stay in the town or come to it to do business." I saw a boy's design for a row of garden apartments on the desk by the door as I left. These young people were not just drawing pictures. They had clearly been led to think over some of the realities in problems of redevelopment.

In the room next door the same town was being considered from a sociologic standpoint. Nine seventh and eighth graders were quizzing a city planner on a recently rejected plan for improving the neighboring town. They too had made on-the-spot studies of a successful urban renewal project in another town, guided by an expert on urban renewal. They seemed quick and informed, with diagrams and data on the board about the plan and projected costs to which they referred readily in their questions and comments. They were trying to analyze the "no" vote by a close look at the plan, the costs, and the present condition of the town. "Is is just worry about higher taxes?" asked one of the boys. Another said, "Is there something about living in public housing that makes people mad?" The group listened patiently to the explanations from the city planner and, a few minutes later, to the team leader, a lawyer who had been working in New York City on relocation problems resulting from urban renewal projects. There was a ripple of excitement later on in the hour when the third member of the team arrived. He is a man whose theoretical interest in political science has brought him into a leading role in local politics, "outside" of his own professional life. He is a member of the town board which launched the successful urban renewal program these students had been studying. This man had accompanied the students on their tours of the town, and had stood with them while the worst part of the worst section was dynamited to make way for a first step toward redevelopment. The discussion continued about the cross currents of feeling and thinking that played across a community in a vote for a redevelopment plan. Leaders and students talked about resistance to change, the "automatic no" that could be counted on from a large percentage of a community in any vote about raising money, the tensions between "the new people" and "the regulars" in a community.

On the board beside the rejected plan were listed some key problems in the town: decreasing jobs, poor housing, bad traffic, lack of sewage and a resulting serious health problem, inadequate water supply and the resulting danger of fire, and the total ugly appearance. The most recently arrived visitor, the politician, brought the news that on the spot where these young people had stood to see the demolition of "the worst building" in the worst section, he had just seen the village Christmas tree raised. The students were delighted at this, though they were seriously concerned about the failure of the other renewal plan they had been examining.

The year before I had watched a session on writing in which an author was using material from a novel he was working on to illustrate some problems and techniques a writer has to wrestle with. That group had been all girls—ninth graders. Today I walked into the same room and saw the same man standing before five high school boys and five high school girls reading aloud a story written by one of the boys. The group had been studying ballads, and the works read today were in ballad form. The paper the leader was reading aloud, and the one that followed, seemed extraordinarily good to me. The ten high schoolers discussed them thoughfully and frankly, eager for controversy and tough in criticism. They were committed, enthusiastic young writers, greatly impressed that a "real" writer (and incidentally a college professor) was taking them and their writing seriously. I had been impressed a year ago at the intense interest with which the group of girls watched and listened as this writer *talked about* writing and read from his own work. But I was struck by quite a different type of intensity and enthusiasm which this year's group was bringing to writing of their own. The leader was elated by the response and by the quality of the writing. "A lot of this writing would strike me as pretty fine from the best college students I've had," he said, and he went on to explain how the shift from student-spectators to student-writers was more exciting, if anything, to him than to the obviously delighted students.

Quick stops were made in several other seminars. A cartoonist and his young followers were working on text and pictures for a nonsense book which would be the group's cooperative creation. I stopped back in the Ivory Coast of Africa discussion long enough to see how startlingly free from glibness the students' comments and suggestions were. Some sixth graders were clustered around a young seismologist from a nearby laboratory, and some seniors were surrounding a visiting scientist who works at a small industrial laboratory but whose special interest is genetics. A junior high group working on poetry was just finishing its session and one little girl was complaining because there was to be no meeting of their group next week due to the Christmas holidays. This was quickly

cleared up: all wanted a session and the leader said, "Fine, come on over to my house next Thursday night and we'll go ahead!" This hospitable lady is an editor for an encyclopedia, and has a special enthusiasm for poetry and for literary exploration in other cultures. The year before she had developed an extraordinary seminar for sixth graders centered on the world as it was in the year 1492. Just before the building was cleared I saw a home-made contraption being carried with infinite caution by three senior boys, who explained it was something they had made to measure the purity of various kinds of dyes. They were through for the morning, but were taking it home to the cellar of the leader and would work ahead with him that afternoon. "They really are on to something," the leader told me, "and they aren't about to stop work until they are sure."

CHAPTER IV

STUDENTS HAVE THEIR SAY

Right after one of my visits to the seminars one Saturday I was shown into a classroom where I was to meet a representative collection of the young people who were on board that morning. I assumed most of them would want to hurry off after their two hours, but they came in eagerly to talk about the program. Represented in the room were students from these seminars: Computer Mathematics, Critical Thinking, Grass Root Politics, Microbiology, Fiction Writing and Art. The oldest were three ninth grade girls from Fiction Writing, very serious and reflective, and most appreciative of the experience they were having. The youngest were three eager little boys from Microbiology who were not to be downed by the older or bigger or more verbal people in the room. I asked generally about the program, with a special concern for "what are some of the things which seem to you worth while about what's happening here on Saturdays." One boy spoke right out: "If you make a mistake it's all right here — I mean you can speak up when you figure you have something to offer. You don't wait to be called on and get nailed." He was from Computer Math and I had seen him practically falling off his chair a few minutes earlier as he was working a problem and making stabs at answers. A girl said, "We're getting a real look into what journalism is like as a profession." Another said, "Yes, but I think it's valuable to me because it makes you *a better-knowledged person.* I think that's even more important than letting you look into the professional side."

Many of the young people had something to say about the kind of discussion that was possible in the seminars with groups not larger than twelve, and with a kind of free-wheeling spirit in the students and the leader. "The *discussion* is so good! It's the kind of discussion that's different from what you can do in school I mean, we go deeper — and there's just a few of us — we don't have to stick to one fixed pattern." Some spoke, too, of the matter of choice, not just in what they would say in a discussion, but in what they would study. "We get to choose more what we do. School would be a mess, I know, if they tried this, but *here* it's all right." The speaker was in a poetry seminar which had been spending some time on poems brought in by the students, a few of which were written by the students. "Politics is wonderful!" one boy

interrupted, in his eagerness to get his message in: "The best thing is that you get the picture straight from the *doers!*" These young people were impressed that the "doers bothered to work with kids."

"I'm in Computer Math," one boy said, "and what we do in there is what goes on in some college courses — even in some businesses. You get to meet new people through something like this. Last week I had a long talk with a fellow in college about what we were doing in Computer Math and found that he and I could really talk about it together and understand each other!" The fact that this program was not compulsory gave it some glamour too: "This is an extra — you do it because you want to!" Again and again they came back to the idea of getting *inside* a subject: "I'm in the Grass Roots Politics seminar because my parents are active in politics and I wanted to learn more." A girl agreed eagerly: "I think we get a kind of real Inside Story in Politics." Another older girl cut in: "In Fiction, we really get in deep — I mean we get into the *feeling*. . . . In school you can't study books by the feelings you get. But that is an important thing, too. Here we have two hours and a man who writes and who will listen." "You don't have to have it down perfect to ask a question or make a guess in Computer Math. We're all in there guessing."

The smallest of the Microbiology boys spoke up: "You get to study things that you could only do a little bit on your own. I got all interested in biology when my brother got a microscope for Christmas and we did things in school science that were really interesting. So when this seminar in microbiology came along, I was all set. My teacher at school told me a lot of things that would be good to do and learn about and he urged me to get into this, and I sure am glad." The little boy beside him piped up: "I didn't have any special interest before I came. The microbiology seminar opened up the whole thing for me." The third one had his say: "If you get the kind of teacher we have in science in school and he plants all the seeds, then something like this seminar is really wonderful. For kids that don't have something really exciting happening in school, it might be confusing," and he stopped to think this over. Then he added, "No, maybe it would be all the better for them."

I asked, "If you could talk to people who were hoping to organize a Resources Pool in another community, what are some of the things you would want them to know?" The answers came thick and fast:

"The kids must be interested — no, not just interested — enthusiastic!"

"The teacher — I mean the seminar leader — mustn't look down on the kids. The man we have in our seminar seems really interested in us even though he said he'd never worked with kids or taught them

or anything. He thinks we're on the ball and he wants to keep track of us so some of us might some day come and work in his lab."

"You have to have regular attendance. It gets boring if the seminar has to go over something for people who have been out."

"You can't have any fooling around. Ours is just ideal in this. Everybody cares."

"The leader has to get it across to the kids." This provoked an immediate argument. One boy said: "Yes, but the kids have to help him do it — they have to show the leader where they understand and where they don't. They have to speak up. They can't let him do all the getting-across."

Another boy added: "That's right — it has to be both ways. After all, they're not used to trying to get across to kids."

We discussed whether the ideal seminar leader should be first a top specialist or "pro" in his field or first the kind of person who could reach young people, who could "get across to kids." I asked which was most important and two people instantly shouted out, "Both!" Then they moved quickly and firmly to the top specialist: "I think it ought to be a top specialist. After all, he knows the stuff that goes on inside his field — he's right up with it. That's the whole point of these seminars — to let us see what it's like from inside." One of the older girls remonstrated a little: "But you have to have someone who can explain and make it clear." She got a quick answer: "If he's so good in his field he'll be able to make it clear!"

I asked: "What if the person was quite shy, actually uneasy with young people, even awkward with them, but expert in his field and eagerly interested in it?" Evidently this would clearly be all right: "That's O.K. — if he's really interested, then that will carry everything else." The smallest boy in the room added firmly: "If *he's* interested, we'll be interested. His enthusiasm will just conquer his shyness!"

The group had a lot to say about selection: "The first year, anyway, it's good to select the kids. They feel it's a big honor. You know, the 'Gee whiz, I'm chosen, I must be good' type of thing." Many agreed. There was some feeling about the advantages of volunteering later on: "The second year here in our program the kids are volunteering — and that's good too because you get people in there who you know want to come." A very emphatic girl added: "Yes, and once the kids are volunteering you break down the idea that these seminars are for selected brains and special characters." Another added: "But I think it's good to select the kids the first year just the same — the big honor deal carries a lot of weight when you're trying to get the program started and you want to make it go."

We had been going well over an hour. One of the eighth grade boys was waving his hand for the last word, and I let him have it: "For people who are planning a program like this, tell them that the seminars have to be carefully planned and all that, but not to make each Saturday so tight that the kids and the leader can't explore or get off into some other part of the subject. After all, that's the whole point of the thing — that we can explore with a real 'pro.' "

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PART TWO

HOW IT STARTED — HOW IT WORKS

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CHAPTER V

AN IMPROVISING AND EXPLORING SPIRIT

There is a great deal more to know about the Rockland County adventure than can be picked up watching the seminars for a few visits. I have had the chance to talk with many of the leaders of the seminars, with resources pool administrators and administrators and teachers from the school which for the past three years has had the program within its jurisdiction. I have talked with some Rockland County citizens, some of them parents of children involved in the Saturday program. I have had the chance to read reports by participants and articles by observers. Finally, I have had a chance to talk with people at the New World Foundation, which is supporting the venture, and was active in its planning. What follows here is a selection of information and experiences from these relationships and sources, information and experiences which seem to me important not just for an understanding of Rockland County's adventure but for readers who may see in this adventure possibilities for their own schools and communities.

The original design of the program implied an improvising and exploring spirit. The leaders had to see what would work with the students. They had to feel their group out for special interests, for the kind of thing that students would care about and take home and follow on their own. Even in the midst of a formal presentation, a leader would have some surprises, particularly if he were not used to working with young people. For example, the Governor's assistant came to one of the high school groups carrying in her handbag a lecture on the functions of state government. She quickly found herself in the middle of a heated and knowledgeable discussion of a tugboat strike which she had been instrumental in settling. Actually this may have served her purposes far better than her planned lecture.

The scientists were eager to keep their programs flexible, to give the students a sense of "what it is really like to be a scientist — the reality of science, not dead fact to be learned, but live questions where the answers are not known — discovering something new about the world." One research scientist chose crystal growing for his work with eighth graders mainly because his young people, while growing crystals, might stumble on some crucial question about molecular structure, atomic theory, chemistry, physics, mathematics, and would want to

follow up on as many of these as they could. In that seminar, the young people made molecular marbles of the crystals they were growing out of gum drops and toothpicks. They had been trying for several weeks to grow their own crystals at home with no success, and each failure led to questions — about temperature, the effects of heat and cold, and these led back to the molecules and the atoms. "Are atoms real?" one boy asked in the midst of this. And the leader, in answering, gave a five-minute detour in the philosophy of science which these eighth graders seemed to follow intently. In this, as in a later session I visited, when the leader told about a scientific mission he had been on the previous summer to find oil in Israel, the scientist and science itself took on new dimensions for these children.

This leap from planned activity to questions to new insights seems to have happened again and again in the seminars. One of the leaders probing between the lines of Ibsen's *A Doll's House* found himself pushed by his students to a discussion of existentialism. It may be that this attitude of exploration and improvisation is crucial to the strength of the whole project, since it helps a student to see a scientist, say, as something more than "a tinkerer with test tubes or rockets."

I was told and I saw for myself that the sessions were most effective when the leader wasn't talking *about* something but was working *with* the children on a specific project or problem or exercise, or focusing on an actual example of creative work — a piece of research or a one act play or a supreme court case. One of the leaders stressed that what he hoped was getting across was the fact that creative work is hard and disciplined work and this had to be shown, not talked about in a moralizing way. He stressed that the sense of participation is essential. A research chemist, he added, "Science is not like reading a novel. In a novel you can project yourself into the characters. In science, you can't project yourself into crystals, let's say. You have to *manipulate* crystals, as the scientist does, to project yourself into the role of the scientist."

A Discovery in Chemistry

It was this man's chemistry seminar which had high school students working on a problem in chromatography last year. Mondays through Fridays he is a research chemist for a beverage manufacturing company. These seminars gave him a chance to work on theories and projects which delighted his own imagination quite apart from his regular work. To the astonishment and joy of his students last year, an actual scientific discovery emerged from their work, a genuine contribution to scientific

knowledge. The discovery involved the separation of two previously known chlorophylls in green leaves, using a method which had not previously been tried in separating such compounds. Not all of the young people had been top-of-the-heap academic scholars in school, though some certainly had been. Yet their write-up of this discovery will be published early in 1963 in the *Journal of Chemical Education* (College of Wooster, Ohio). This is a perfect illustration of the kind of challenge these seminars provide at their best; far from entertaining or patronizing the young people, they seek to give them some real problems to wrestle with. The students in this seminar were determined to make some progress on the problem set for them. They even set up a working laboratory after school in the basement of the seminar leader. They were breathing down the leader's neck in their and his off-hours for many weeks. A number of them continued to work on further aspects of the problem and a year later are working as part time apprentices with the head of chromatography in one of the local laboratories. Several students in the seminars have settled on chemistry as the field for their life work. This same leader recently took his high school group to a national meeting of research chemists. At one of the exhibits the students saw an instrument valued at $3500., and designed to test impurities in dyes. One of the boys told the others, "We'll rig up a machine that'll do that for $6." They did—it was their $6. contraption I had seen being so carefully carried home to the leader's house by the three boys, on my most recent visit to Rockland County. Some of the exhibitors at the chemistry program had said, somewhat in earnest, "If you kids stumble on something, let us know." The present work they are doing suggests they *are* "stumbling on something" and that last year's genuine discovery was not the last one from this group.

Other seminars had to experiment in many different ways to get this kind of "real" work and participation that has happened in certain of the seminars. In art, the first year's approach was more exposure than participation. Students went to the homes or studios of artists, sculptors, architects, designers, and talked with them and watched them work. But this did not enlist the students into real action, and it has consistently been clear in the past five years that the sessions which had the students dealing with a real problem were those which had the most impact. So in 1962 an art seminar was set up to paint a mural of the Tappan Zee Bridge for the high school's main corridor. This included a good deal of study, research, sketching and designing before the painting began. This had far more impact on the students, and in 1962-63, junior high school students are continuing this kind of combination of research with mural painting work. Younger children are working on translating

abstract ideas into color, form and motion in painting, collage, and ceramics. The remarkably active work in city planning in the two sessions I visited, and the on-the-spot studies the students made to inform themselves, is another example of "doing something" rather than simply admiring the architect in room 25 and taking notes from the housing expert and the "urban renewal man" in room 36. Both the social scientist and the architect's groups studying urban renewal have as their aim for this year's spring semester the making of a model of "the ideally redeveloped town" based on their own community (which has never had any attention from official urban renewal experts).

Tackling the Difficult

There was no complaining about hard work among the students. Actually some of these students in one of the writing sessions complained that they weren't asked to do more writing. The zeal of students out interviewing people to get material for stories or information about the community, the home laboratory work in cellars around the community, the howl of complaint when the sixth graders were told that there would be no seminar on Thanksgiving weekend, ("If there's no heat in the school, couldn't we all keep our coats on?") — these things suggested no dilettantish dabbling by these young people. It was evident that these young people were willing to tackle problems that seemed too difficult, to read books one could hardly expect them to understand, to master difficult new techniques in a fantastically short time, "once the spark was even slightly fanned."

One good example of this was in the computer mathematics seminar. The leader set up a difficult problem which he told the children they would have the machine do next week. "Let's do it ourselves now," one boy said. The leader said, "Well, all right, if you want to try." A ten-year-old boy went to the board and went through the complicated routines, square roots and all. "We'll have to find a harder problem for the machine," he said. Another eleven-year-old decided that he was going to be a paleontologist. Maybe he will and maybe he won't, but he has already taught the younger children in his neighborhood all his seminar leader, a paleontologist, has taught him about fossils, he has organized several minor fossil hunting expeditions and one major one, where he dragooned his father into a fifty mile trip, retracing the route he had started to explore with the scientist.

CHAPTER VI

THE RESOURCES POOL INSIDE THE SCHOOL SYSTEM

The Resources Pool, after a year of independent operation, was incorporated in the public school system. This arrangement was central to the planning of the venture and was a key condition of the New World Foundation's interest and support. At first people wondered whether a venture like this could work on a larger scale within a school system without killing the spontaneity and independence that had been so important to the morale of those Saturday sessions during the first three years. The school system had to have a strong voice in any planning of the program if this were to be a tax-supported, school project, and if the school were to have ultimate responsibility for the venture. Yet key people in the picture felt it *did* seem possible to have the best of both plans: the creative, spontaneous excitement of the Saturday sessions and the larger-scale organization and the support of the school. There were bound to be problems, and the experience of the South Orangetown District #1 in Rockland County illustrates imaginative ways of solving these problems. Seminar leaders were inclined to feel that these Saturday morning seminars would be better separated from any school system. Yet these original initiators of the adventure felt committed to public education and wanted to stand by this commitment. They saw important advantages, beside the chance to include more students, in having the program inside the school system. Obviously there were some new challenges to the men and women of the Resources Pool once they had to work in some kind of relationship to a school. There was occasion enough in the beginning for both partners in this venture to be tense and confused over misunderstandings in planning how, *or if,* a seminar would line up with a school course. It was hoped that they could get over these hurdles and could begin to draw on the advantages of the new relationship between teachers and artists, scientists, writers, and all the rest. It was felt important, too, to tie these Saturday sessions somehow to the children's school work. The school, after all, is the main center of a child's growing up and it is there that he is putting in most of his time and effort. The Pool people had many reservations when the P.T.A. Council and the school administrators asked them to plan a way of bringing their seminars into the school

program. Yet many parents had seen the impact of the experimental "independent" years of the seminars on their children, and they wanted this program as a regular part of their community's educational picture. The school people in charge gave every assurance that the organization could be worked out without tying anyone up in too much red tape. The New World Foundation granted $13,000 to set up the experiment of having the Resources Pool seminars carried on under the school system. In the subsequent three years the grant has come to a total of $40,000.

The New World Foundation took part from the beginning in detailed planning with the Pool and school leaders through the Foundation's Executive Director, Vernon A. Eagle, and through a Board member of international reputation in education, Katharine Taylor, former Director of the Shady Hill School in Cambridge, Massachusetts. These two people helped to guide and shape the project as a venture with potentialities way beyond one community's enrichment of its young people's experience. Here is a case of the best administrative and educational thinking in a Foundation joining the best in enterprise and idealism in a school and its community. The cooperation and the planning did not imply control of the execution. Pool and school leaders have had the freedom and the responsibility of carrying out the adventure once it was clearly designed.

The Relationship Begins

The steps to bring the program into the school system were these: early in 1960 the P.T.A. Council set up a committee to explore ways in which the creative people in the community might be used in the schools. This committee approached the Resources Pool Director to talk about some kind of cooperation. At that time the seminars were in their third year. The new plan which developed set up a relationship between the Resources Pool, the P.T.A. committee and the school. Teachers were quickly brought into the picture to explore the best way to use the Resources Pool people. The teachers started to talk about coordinating the Saturday sessions with the school work and they began to brief the seminar leaders on some of the abilities and the background experience of the children. The Pool remained autonomous, "an independent partner of the school," and kept its own Project Director and its own administrators.

A Vital Person in the Organization

The school system supervised the project through a special coordinator, who became a key person. The first coordinator, Dr. Paulos, and

the current coordinator, Dr. Soutar, are school principals. The coordinating job performed by these men involved bringing Pool leaders and teachers together, interpreting for each group to the other, planning and arranging times and programs within the school and a hundred duties to accompany these. It constituted a major enterprise. Dr. Raub as Superintendent urges other communities to consider having a special Assistant Superintendent in charge of instruction, who would be a likely one to carry the school coordinator responsibilities. In South Orangetown, Rockland County, the ideal school coordinators were exceptional school principals who somehow could handle both roles ably in a 24-hour day.

The Project's Pattern

The school then appointed committees of teachers within each subject field to plan the seminars with the seminar leaders. These committees, called school subject coordinators, and composed of a social science teacher, an English teacher, and art teacher, and others, met with their corresponding Pool leader to plan for the seminar. This became a most fruitful and enriching association as school and seminar people put their heads together to create the coming Saturday programs. Their plans, carefully worked out in collaboration, were presented to the Board of Education for approval. Dr. Raub stresses the importance of "having the Board of Education in the picture from the start— have them consulted about plans, people, the courses, the timing — after all this is a part of the community's school program and this is their direct responsibility." The Pool Director points to the evident fact that the real control of the project was always to be in the hands of the Superintendent of Schools: "Eino L. Michelson,[1] the Superintendent of Schools the year we came into the school system made the decisions as to how the Pool should be used in the schools, what seminar should be held and in what fields, and how they should be planned. It was he who structured the respective responsibilities of Pool scientists, artists, and coordinators for the actual conduct of the seminars and named the school personnel for planning committees. He used the Resources Pool with great sensitivity, and treated the Pool coordinators and the Project Director with respect as fellow professionals. Perhaps it was this respect which he felt for scientists, writers, social scientists, artists, and the rest, and his own feeling that such people could be used to value in a school system, that made it possible for the Community Resources Pool to work in South

[1]Mr. Michelson is now Superintendent of Schools in Inkster, Michigan.

Orangetown. From my own vantage post as head of the Pool, I learned that when the Superintendent of Schools that runs the district *wants* to use such resources, the procedures which seem such an insurmountable obstacle to get a project like this under way are found."

There was no problem about certification of the various Pool leaders, and other matters of protocol and red tape seemed to be worked out easily enough. If the sensitivity and imagination of the school superintendent were crucial, so was the fact that this was a *community* project. The P.T.A. committee which launched the new program included parents and teachers from the District's six schools. This committee did its best to keep the whole community informed about the progress of the venture. It would be hard to exaggerate how important it is to have careful and specific reporting to the community to win support and interest in a program like this.

A parent of one of the children in the seminars writes, "I have seen more than one child whose spark for discovery was first aroused by a biologist or geophysicist begin to seek all the science and everything else he could get *at school.* If a rather high number of South Orangetown sixth graders had decided to be paleontologists or oceanographers or newspaper editors or novelists, one could assume that some sooner or later will transfer their excitement to biophysics or astronomy or genetics or communication with Mars." The new glow of meaning and excitement school work can get from the Saturday sessions helps to answer the question, "What's the point of having the Pool related to the school at all, if there shouldn't be a close connection between the Pool work and actual courses?" One couldn't run a school this way, but when the aim in these seminars is not to "teach" oceanography or novel writing, or architecture (which can't be "taught" at sixth, ninth or eleventh grade levels anyway) but simply to give the student the "feel" of what it's like to *be* a scientist, or writer, or architect, it makes sense.

Now, as at the beginning, this concept, as expressed by one of the parents, is central to the enterprise: "Not all the able people are going to be teachers. Some have to paint the pictures, make the discoveries, and find the answers to the social problems. If we can get our young people together with those people, to know them and to have some understanding of their work — actually take some part in their work — then there can be a whole new dimension added to what the teachers are doing in the schools."

CHAPTER VII

A WAY TO FRUITFUL COLLABORATION

This venture had its problems when it joined the school system, and each side worked to meet them in ways which other communities would do well to study. The first thing, predictably, which made itself clear was that there was no point trying to make the Saturday seminars and the school curriculum fit each other. The teachers felt that such forced-fitting would be a waste of time for the artists or scientists to plan, while Resources Pool leaders didn't want to elbow into what they thought was the teachers' province of what ought to be "covered" in a subject.

It had to be very clear to everybody, Pool leaders included, that the whole concept of the Resources Pool and its seminars with school children was in no way meant as a criticism of what was happening Monday through Friday in the schools. Actually the more separated the school curriculum was from the Saturday sessions, the better, for getting this idea clearly across. However, the Rockland venture is an ideal means of bringing able and imaginative professionals to see and understand the school's problems and achievements and to work with teachers in helping the community to understand these and move ahead toward support of the schools' best and most needed efforts.

Teachers had to be well informed about the seminars in order to prevent their misinterpreting the whole spirit of the seminars and seeing them as a criticism of their own professional work. Such potential problems as these faded in South Orangetown as teachers and Resources Pool leaders came together for detailed planning of the program, and as the school coordinators, the school subject coordinators and the Pool people began to know each other and work out their plans among dwindling misconceptions and confusions.

A Clear Understanding of Who Does What

No one should see the Saturday meetings as follow-up or clean-up sessions for unfinished classroom business. After all, if a research geophysicist wanted to teach sixth grade science or high school physics, he would have become an elementary science teacher or a high school physics teacher, not a research scientist. He doesn't know what the

children are supposed to cover in the sixth grade science curriculum, or the high school physics curriculum, and he doesn't have the patience or time to find out in any detail. If he were supposed to teach the children what the teacher should be covering in class, he wouldn't do it as well as the teacher and he would be interfering with the teacher's job. Above all, his own experience as a research scientist, which is what he truly has to offer, would not be used to its fullest advantage. At its best, the program brought key professionals outside of teaching together with key professionals within teaching, to plan the areas to be explored in the seminars. The leaders were in charge. They were not carrying out a teacher's lesson plan — something the leaders should never be expected to do.

Seminar Leaders and Teachers Need Some Briefing

Actually, certain scientists, social scientists, writers, and artists who had been eager seminar leaders the three years of the Pool's autonomous days got discouraged in the first planning sessions with the school people and felt that the excitement and spontaneity that had animated them in the first place would be lost in red tape, structure, endless planning sessions and report-writing. Some got out at that time, and some got out later when they felt a few teachers looking on them as interlopers or threats to the teachers' prestige. But most of the seminar leaders stayed with the project and took as relaxed an attitude as they could toward the organizational and emotional problems that sometimes seemed to crowd around them. The Superintendent of Schools speaks up for the school's teachers and the importance of "their not being overwhelmed with more meetings and more minutia in an already full day. One should not count on the forebearance of teachers either, as they are confronted with still another challenge." Forbearance is not called on, to a great extent anyway, once Pool leaders and teachers are working, planning, and evaluating together, partners in an adventure rather than contending antagonists challenged to do each other's jobs.

Pool leaders, especially those chosen as Pool coordinators for a particular subject field, need to be well briefed on the school's part in the venture. Teacher coordinators and the school's teachers in general need a corresponding understanding of the Pool's aims and scope. Some teachers may not agree with the idea of artists and writers and scientists, amateurs as teachers but professionals in their fields, working with children on Saturdays as a regular part of the community's educational program. Teachers who feel this way should obviously not be asked to take

major responsibility for planning the seminars and interpreting them to others, even though the Board of Education, the school administration and the majority of their colleagues approve the idea. Similarly, a Pool leader who moves into the Saturdays with a spirit of hostile criticism and impatience with the school is going to be a destructive force in the whole adventure. The goal would seem to be the joining of enthusiastic practitioners in various fields with teachers who value an opportunity for their students to see in action and share some of the excitement of one of these Resources Pool people in "real" activity in the man's field.

Why Join the School System?

There is a deceptive charm in the idea of spontaneous and private seminars in livingrooms and cellars. Yet the Rockland County experience seems to me to have values way beyond stimulating Saturdays for 250 young people, and many of these values depend on the relationship with the school. The school is at the center of the life and growth of a community's children. Surely an imaginative experiment in learning, a new effort to widen the vision of young people as this Rockland adventure certainly is, belongs inside the community's central concerns about education, and not off on a fringe. The kind of challenge to the imagination and participation in creative processes seen in the seminars are just the kind of concerns that rest at the heart of our schools' efforts. The Superintendent of Schools in charge of this whole venture, Dr. Stanley L. Raub, emphasizes, "This is genuine 'enrichment,' enrichment in depth, with young people working with fine people of special training and commitment whom they would never encounter in any communicating way in the normal course of events. This helps to give the adventure of learning a special quality, a special force."

The idea of encouragement and support for the best innovations and the most imaginative efforts in the school itself seems to me the basis and the point for the relationship between the school system and the Resources Pool. A Resources Pool like this one surely includes a community's most critical and imaginative element. Too often such people have no relationship with the schools and no knowledge of the schools' aims and experiments. Such people can easily become indifferent to the education in their community or fall into uninformed griping and sniping at the schools. In Rockland County, many able professionals have, through this joint adventure, put their minds to the problems of education and have done it in association with the community's educators, to the illumination of both groups. How much more fruitful the result

is than if a few of these professionals, goaded by conscience or critical feelings, got on a committee or a "talk group" and hashed over "fundamental aims" and exchanged abstractions. Such groups are the frustration of conscientious adults in many communities, and a symbol of futility to many more. In Rockland County, the pro's are enlisted with the school in the adventure of educating the community's children. As one of the seminar leaders said, "We have a tiny part in the whole thing, but it is an exciting part, and we wouldn't give it up for anything." Another said, "I've come to have a lot of respect for the way the school is going after the solution of its problems, and I've had a chance to see some of its progress in solving them."

Surely this kind of meeting of minds between community professionals outside of teaching and the community's educators is beyond price. Each "side" is learning, and the children are the ones to gain. Yet everyone gains, actually: the Pool leaders have a creative challenge of their own, an opportunity to serve their community's educational aims, and a chance to have a constructive voice in the educational picture in their school as they contribute to that picture and come to understand it more and more. The school administrators and teachers have feeding into their work a stimulus to themselves and to their classes which could never come from just longer hours, more books, extra field trips or evening lectures for teachers or students. And the school can gain through the venture incalculable support of its most needed and imaginative innovations.

CHAPTER VIII

SELECTION OF STUDENTS

The main weight in selection of students rested on the perception of the teacher who did the recommending in the first place, *and* who told students about the seminars and what they had to offer. Thus the teacher had to know a lot about what the Saturday experience with the archeologist or the composer, the television writer or the city planner would be like. This meant that the teachers and the leaders had to be brought together for a good look at each other and a chance to hear each other. Written descriptions and official announcements from school administrators were clearly not enough to get across the nature of the Saturday sessions. In Orangetown's first year of the seminars-school relationship, some of the seminar leaders ran a lively orientation session for children and parents, once the first selection of students was announced. The same Pool leaders realize now that the orientation of teachers should have taken place before the selection began at all. So many teachers who came to understand the project later said they would have chosen students quite differently if they had known what the program was really like. And once teachers understand the aims and procedures of the Pool, they can be in a position to advise perceptively about selection as well as interpret and explain the idea of the program in the classroom and community. Orientation is needed all around, the participants now realize. Not all the Pool leaders will automatically understand the problems, efforts and achievements of the schools in their community, nor will they automatically be "naturals" in communicating with young people. A community starting a program such as this will need to see orientation as a process of widening the understanding of and setting up communication wires between students, parents, teachers, and Pool leaders themselves.

Selecting students for the seminars turned out to be no easy matter. Everybody had ideas on what the criteria should be for selecting a student for this or that project. Not all the students of the school district could take part. About 250 children did take part, 15% of the students in the grades involved or 10% of the total school population. The hope was that the Pool would work with those children who are potentially the most creative. The regular academic ability and achievement tests did not seem right for choosing children for this kind of project. And nobody

liked the idea of selecting students simply on the basis of how they had been doing in school grades. A child who had not yet hit his stride in his academic work might come into action in one of the seminars. Yet some young people already in action in class might be particularly inspired and challenged by this kind of experience. Many of the leaders put enthusiasm and interest ahead of everything "testable." As one of the leaders put it, "We aren't just after the 'academically gifted.' I'm for leaving it loose so that teachers can select on the basis of a kid's achievement, his interest, *and* on the basis of the teacher's own perception."

This idea carried the day. It was agreed to have classroom teachers recommend students who, "acccording to all the signs, might benefit most from the seminars." Teachers were asked to write comments on the students they recommended, and these turned out to be particularly helpful. They based their recommendations on signs of potentiality, ability, interest, curiosity. Here are some sample comments that started a sixth grade boy or girl in this new adventure:

> "High intelligence and imagination. A natural for creative writing seminar if interest can be aroused."
>
> "Shows interest in science. Quiet child who might need a project such as this to give impetus to her development into a more extroverted person. Capable — not a great reader."
>
> "When motivated she was written some excellent stories. I feel this child has story writing ability that this project could develop."
>
> "What this boy may lack in intelligence compared to some other children he more than compensates for in interest in science. This does not mean that he is inferior intellectually. He does considerable work with microscopes at home with probably little or no guidance. I feel this child might well fit into the project and that it will be the push he needs to develop greater confidence in himself."
>
> "She's in the general group, but she has a special flair for expressing ideas."

The teachers met with some of the seminar leaders in evaluation sessions after the first year, and selection was a major item for discussion. The new idea which emerged then was a partial self-selection: going to the students and letting their initiative and curiosity show itself. This method later turned up some fine young people who originally might not have looked at all likely for the seminars. All were determined not to overlook children who had not yet found themselves or their "interest" in school, children of "unrealized creative potential."

Who Gets Most From the Saturdays?

The planners thought too, that first year inside the school system, that more children could be brought in later once the drop-out rate was clear. It turned out, however, that many of the seminars had a 90% attendance record or higher, for the whole year. The expected drop-outs from the 250 students did not happen. There were eighteen to twenty students in many of these seminars. This seemed to the leaders much too many for the kind of intense, focused work with individuals which had been their special hope. The new plan set up two eight-week sessions in each seminar with eight to ten or, at the most, fifteen students enrolled. The second semester a different leader was to take the group, with some students dropping out and some coming in. Then the seminar would be given again by the same leader with a different group the second semester. Among the Pool leaders, the scientists and writers particularly objected to having any more than fifteen in the group, yet some observers feel that when there were eighteen or twenty the young people seemed to be getting a lot more out of the experience than the leader realized. Quiet ones, who did not participate vigorously in discussions, may not have seemed to the leaders to be getting anything out of the seminars. But the results of later interviews and tests in such subjects as Critical Thinking and Computer Mathematics indicated that the students, including "the quiet ones," had gotten a great deal.

One would expect a greater drop-out rate in the high school groups than in the younger groups. There are always so many competing demands on senior high school people: jobs, college board examinations, responsibilities at home, social life. Yet in certain seminars there was not a single high school person who left. The youngest groups, fourth, fifth and sixth graders, were enthusiastic and persistent from the start and remain so. The toughest age has been the junior high period. Some have been eagerly appreciative and have been faithful. Some have been excited one Saturday, apathetic the next Saturday, and absent the next Saturday. Pressure for anti-intellectual conformity has seemed strongest and most potent in the junior high groups. For example, creative writing has both in the elementary group and in the high school group a dedicated, hard-working and eager collection of young people. In the junior high group, the word has travelled around that writing poetry is an effete and oddball occupation. Seventh and eighth graders have been criticized and kidded in the lunchroom, in car pools, and backyards, for "fooling with this poetry stuff." The leader, who conducted the sensationally successful "1492" history course in the 1961-62 seminar series, has seen one after another of her junior high group grow sheepish about his

writing, then become embarrassed at coming at all, then disappear from the seminar. Any member of the senior high group I saw would have hooted at this kind of pressure if he felt it on him, or so I would guess by their driving interest and seriousness. Not so the junior high children. The Pool refused to accept defeat on this, and has been concentrating on breaking through these pressures for conformity among junior high people. There is clearly a successful breakthrough in the art group and in the two urban renewal groups, and these seminars are particularly heartening inside the Pool. One could stop a teacher anywhere and get some testimonials as to the puzzles, frustrations, and special rewards of teaching junior high school students. If the Pool leaders were encountering an old problem, they were in good company in their efforts to meet it!

Finally, the Pool experience suggests that most seminar groups should include a slightly larger number of students than the leaders would prefer, especially in junior high groups, but never to exceed eighteen or twenty. There is a danger of sex-bias in choosing students. At the beginning more girls showed up in the writing groups and more boys in the science groups. The leaders tried hard to make clear that science was not something just for boys and that creative writing was not non-masculine. In these two seminars, the tables were soon turned rather neatly: some of the most effective and enthusiastic students writing poetry were boys and some of the liveliest, most eager young scientists were girls.

PART THREE

SOME THOUGHTS OF A VISITOR

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CHAPTER IX

TAKING PART IN A CREATIVE PROCESS

As I have read reports on this program, have talked with people who have taught in it or helped to run it, have met teachers who have worked with it and helped to organize it, have heard the school superintendent discuss his enthusiasm for it, and have heard young people give thanks for it, and as I have walked around on several Saturday mornings while the seminars were in session, I've had an increasing feeling that this experience's central value is that it brings the young people into a kind of reality which it is easy for them to miss completely as they go through their school life. Even the brightest students often can get so involved with the printed word that they do not get to the realities the words are pointing to. So many of our courses in school deal with maneuvering words and numbers, and so many of our rewards go to the person that maneuvers them best. Maybe the most rewarded young words-and-numbers-maneuverer sees beyond the words and numbers to meanings, and maybe he does not.

The motive for all this words-and-numbers-maneuvering seems to be to dazzle college admissions officers. In a number of public and independent schools I have visited, the students and their teachers have spoken of this with real concern.[1] A perfect example was the tenth grade boy who took a summer course in biology "just because I wanted to do it." There was no question of marks or credits, and he wasn't getting out of anything in his school program as a result of the course. "Yet even so," he said rather wistfully, "as we got toward the end of summer, I found myself silently computing averages."

It seems clear to me that on these Saturday mornings in the Tappan Zee High School building, the young people are not computing averages or trying to make some extra score for the record. Perhaps the very best things in their school experience are given a chance to develop in these Saturday sessions. Perhaps there is new reaching out and new questioning unrelated to the Monday through Friday pattern of school. But the young people questioning the committeeman in the grass roots politics course, designing the circuit in symbolic logic, watching the crystals grow in their cellars, experiencing the writer's process as he creates a scene, or

[1]David Mallery, *High School Students Speak Out*, New York: Harper & Row, 1962. See especially Part V: "The Crush for College Admission."

those working on parts of a great mural to go in the high school — all these are both *seeing and taking part in a creative process.* And the process is an aspect of the real world, the world "out there" which so much of our school curriculum is intended to illuminate and so little of it actually seems to do.

"The Real Pro"

The program would be nothing without top flight, enthusiastic professional men and women to conduct the seminars, and to try actually to lead the young people into the experience of thinking and working like a person in one of these professions. My first impression as I met over twenty of the seminar leaders and heard about others was that Rockland County seemed to have cornered the market on able and creative adults in a great many fields. Moreover, these people also had the advantage of being attractive and inspiring to youngsters and — note well — the willingness to take energy, time and pains to plan and run these Saturday mornings in the first place. It is true that this community, less than an hour out of New York City, may have a good many people in the creative enterprises that another community might not have. But I think now that this is not a program which depends on a high powered community, or even on a community with unusual resources of able, intellectual people. Leaders in other communities considering a program like this surely could seek out resource people who could do this kind of job. Perhaps there is a university in or near the community. Surely there are artists, writers, artisans, labor leaders, business executives, scientists, and others who could bring the excitement and adventure of their work to some of the young people of the community with something of the special impact the Rockland people have found. Much as the students may have stressed the importance of having the seminar leader be "a first rank pro," the fact seems to be here that these pros are also extraordinarily effective, as people, with the students. But it appears that their effect is not based on each of the seminar leaders' being a natural scout leader type. I have met or seen some of these seminar leaders who are tremendously colorful and electric personalities in their sessions with young people. I have met some of the most successful ones who are rather quiet, almost shy in their relations with their groups. Some came into the program quite alarmed at the thought of spending nine or eighteen Saturdays with a bunch of twelve-year olds. Yet what these leaders seem to have in common is an enthusiasm for their work, an eagerness to share this enthusiasm, and an ability to find ways to enlist the young people into some kind of action in the work. Each has his own style, or even his own

apparent lack of style, as he plans and leads his seminar. But the response of students to the high powered and dazzling personality and the response of other students to the quiet, reserved, reflective leader seemed appreciative and enthusiastic in many of the same ways and in many different ways. The key to this enthusiasm, I believe, is that one way or another the seminar leaders have brought the students into actual participation. Make no mistake about it — this program is way beyond the Career Talk approach in which one enterprising school father is brought in to talk about medicine on Monday, another about running his business on Tuesday, and a third about local politics on Friday. That can be useful and is carried on imaginatively in many schools. These Saturdays seem to have really "taken" in this community because they have replaced passivity with activity. It is one thing to ask a professional person to come in and be inspiring for a session or two as he talks about himself and his work. This certainly is far better than no view of the professional person at all, but surely the Rockland program goes way beyond the dazzling lecture and the colorful presentation.

In many cases, there is a real identification with the leader and with his work. I am sure that some of the young people I have talked to would be happy to spend all their free time in station wagons or in the basements of the leaders I met, and a full station wagon it would be touring around the country side on a special and delightful version of the field trip. I have seen others so inspired by the example of their leader that their home lives are taken over by follow-up projects to the Saturday meetings. Yet some of the most exciting work happens when there are no more props than a room, some chairs, and a blackboard. The kind of identification happening in these seminars is beyond price in its meaning for the young people and in what it inspires them to do. Surely it can have a great deal to do with their shaping their lives and careers, whether or not they follow the example and the profession literally. Yet I want to underscore the idea that it is not a case of "only fascinating people need apply." I suspect that most of the seminar leaders in this program would blanch at the thought that they were supposed to be fascinating people. What really is "fascinating" is that here are top professionals showing what it's like to be in action in their work and inviting the students to come along and try a little of it.

The Student World and the Adult World

Surely among the resources of a community should be counted both the able, talented, and active adults *and* the alert, interested, and explorative young people in school. Yet these two groups rarely get together.

Children see their teachers and parents, of course, but they are in the special category of being either stuck with or committed to the young. Yet for most students in school, the active and busy adults of the community might as well be on the moon for all the impact they have on the children. Sometimes young people feel that there is nothing for them to do except fight for a place in a pre-teenage or teenage world and live in it. Others feel that their job is nothing more than getting the marks and getting the rewards they bring. In any case, the adults who are active and busy in their work in the community hardly exist at all for these young people. Surely this is part of the problem, at least, when we hear how school people are either uninterested in adults or hostile to adults: "They're not interested in us and we're not interested in them." Too often we assume that this is just an expression of irritation against parents or teachers. Actually it may at least partly be a reaction against the *invisibility* of any real adult world which could include them now or ever. A program like the Resources Pool in Rockland County brings some exciting projects, challenges, ideas and experiences — and people — the previously invisible adult world straight to the students, or brings the students straight to them. Here are scientists, artists, professors, physicians, architects, who are interested enough in young people to show up on Saturday mornings and talk and work with them. Here is a chance to travel around the city with an architect, to work in a laboratory with a scientist, to see behind the scenes in a television program or work through the processes of a community study with a sociologist. Another important part of this encounter with the adult world is that the adults are not lecturing the young people about what is the matter with them. Instead, the adults are meeting the young people on a professional ground. The young people have no responsibility to impress or score with the seminar leaders. And the leaders have no responsibility to moralize with or to try to "improve" the young. For some school people this is a startling change from most of their relationships with adults. To others, it is an extension of the best opportunities they have had to see adults as creative and active human beings.

The fact that these school students are taken seriously by these professionals implies an answer to the recurring question one hears among students: "When do I begin to count in the community?" Sadly enough this question isn't even real enough to be asked by a great many more students. But some do — or are feeling their way toward the question. As one boy said in a school I visited, "You have a feeling you're just waiting around to grow up. But you get tired of just doing the homework part of the time and living it up as a teenager the rest of the time. I think a lot of us would like to have *something more* — but what is there?"

CHAPTER X

SCHOOL, RESOURCES POOL, AND COMMUNITY

There certainly appears to be enthusiastic cooperation and high morale in the school-community-Resources Pool relationships today. The community can well be proud of this achievement and it is not about to lose interest in it — far from it. And seminar leaders and school people continue experimenting, reshaping, exploring as the program continues. It should be stressed that this is no casual dabbling on the part of the Pool leaders and no casual extra-curricular interest on the part of teachers and administrators. There are detailed planning sessions which precede each semester's seminars in which the Pool people and the teacher-coordinators of the various subject fields work out in detail the coming sessions. Equally extended evaluation sessions follow each semester. The enthusiasm and spirit of experimentation that Pool leaders and teachers bring to these sessions and to the program itself are based on an eagerness to do an exciting job better, and a willingness to try, make mistakes, try something different, and look closely at the results. Yet surely earlier chapters in this report have shown that problems exist in a venture like this one, and while this community has worked impressively to solve them, other communities should be ready to head off such problems when possible, and to face them head on and solve them when they loom large. These points seem to me to need stating or re-stating here:

1. Planning the seminars needs to be a collaborative process between Resources Pool people and teachers.
2. The School Coordinator needs to arrange the structure of the collaboration to spare teachers, Pool leaders and himself any unnecessary meetings, red tape and paperwork.
3. The Pool Director needs to work with his seminar leaders on a community-of-peers basis.
4. The seminars need to and can maintain spontaneity and creativity and still be a part of the school's or school system's regular program of offerings.
5. The seminars should not be thought of as curriculum-fillers nor should they be tied too closely to any regular school course's work.

6. It should be clear to all that such a project as this is not a challenge to the educational program of the school nor a criticism of school practices.
7. Teachers need to be informed about the seminars' aims and processes, whether or not such teachers have direct planning responsibilities for the seminars.
8. The Board of Education needs to see and approve all seminar plans. Without the Board's being thoroughly informed and solidly behind the project, there can be confusion and misunderstanding and a potential breakdown of the project itself.
9. The Superintendent of Schools is in charge in more than just the official ways. His interest in the project and his effort to keep the Board, the community and the teachers *informed about* and *contributing to* the whole venture are crucial.
10. Pool leaders and teachers have important responsibility in maintaining communication with the community in order to have the necessary understanding and support from the community.
11. The project does not run itself. There need to be people of ability and dedication on the organizational side. Actually the "organizational" and "creative" sides merge in such a venture as this. These are key positions of responsibility:

    The Director of the Pool
    The Pool Subject Coordinators
    An Administrative Assistant-and-Secretary for the Pool's work and for liaison with the school
    The School Coordinator
    (Desirable also: A Special Elementary School Coordinator)
    The teacher-coordinators for each subject field

12. A reminder: the Rockland adventure as it can be seen today shows that the organizational hurdles, the complex human relations, the elaborate effort for good communication, the continual trial-and-error are all worth the trouble — an exciting adventure is under way, it works, and it seems to be there to stay.

A Special Plea

My visits and conversations with Rockland participants in this project make me emphasize a crucial point: avoid pulling Resources Pool people into too many structural mechanics (long meetings, report writing, detailed dove-tailing with classroom work) of the school. Immersing

seminar leaders in such things would be death to the project. It would be the quickest way to drive the most desirable people away from the Resources Pool. The men and women of the Pool are not certified as teachers and are not expected to do the school's work. What they *do* is something quite different: give the young people the experience of working with a scientist, an artist, a lawyer, a city planner, an anthropologist, an oceanographer—and all the rest.

One of the Pool leaders put this case very sharply: "My interest is to broaden the outlook of capable students at an early age. It's easy to teach six, seventh, and eighth graders digit and computer work. We held most of our sessions at the laboratory. We used a computer there. The kids could program it and learn the basic command pattern. I think we can make contact with a few students of special interest in this way—having them actually *in* the laboratory. Actually I hope to induce some of them to come right into our lab one day!" What would happen to this experience if the leader were asked to tie his work to the daily progress of seventh grade algebra or eighth grade general science? The teachers, for their part, are busy and engrossed in their own professional challenges which should not include a detailed training program for seminar leaders or a demand to force the classroom and the Saturday program to fit each other. Surely there can be fruitful collaboration and good will between the Pool leaders and the teachers as they plan and experiment and evaluate their program together and as they incidentally come to recognize more and more each other's special challenges and achievements—surely this kind of spirit can exist with the seminar leaders and the teachers retaining their own separate roles, their own independent adventures in working with young people. Actually it would be hard to interfere with the teacher's own control of his students' educational adventure. After all he has his students all week, and has an elaborate set of challenges he has to meet with them, challenges which are practical and workaday, and challenges of the highest idealism and inspiration.

What's In It for the School? What's In It for Us All?

As a teacher I am struck by the extraordinary riches in a venture like this one for the school itself. Seminars can feed many kinds of richness into what goes on in the classroom Monday through Friday, even if there are fewer than Rockland's 20% of the students enrolled in the seminars. Teachers eager to encourage students toward explorations beyond the course and the text have a unique resource in the seminars. The very morale engendered on Saturday mornings, with the respect for

young people implicit in those seminars, can have a powerful impact on the school's morale.

There could well be times when it would be the school itself which would initiate a Resources Pool, rather than a parent or community group. The school is in an ideal position to do this, with its many relationships with the community. In whatever way a Resources Pool develops, it is far from a force toward de-glamorizing school work. On the contrary, Rockland's experience clearly enriches the work of the school in direct and indirect ways, and supports some of the school's most important aims: its concern for encouraging creativity and independence in thinking and exploring, its insistence on the value of high standards in intellectual activity. Such things are worth encouraging in themselves, independent of the mileage they may bring in grades, status and college admission.

Our most perceptive teachers and administrators again and again plea for education to mean more than requirements, grades, and hurdles. They stress in their speeches and articles and conversations, that school subjects *do* relate to a life beyond the classroom, that students need to feel related, and can feel related, to something more than the narrow teenage culture of a gang or social clique or a marks-grubbing Bright Section. The Rockland adventure shows a valuable community support, specific and potent, for such aims and concerns of school people. An adventure like this one can help the school make education for its students more and more of an intelligent, personally challenging journey, not just for organized sections of slow English, medium Math, and Bright French groups, or for that percent of this state's gifted students and this per cent of that area's slow learners, but for each individual young explorer as he finds himself and his world.

APPENDIX

RESOURCES POOL, ROCKLAND COUNTY

AND

SCHOOL COORDINATORS OF THE PROJECT

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APPENDIX

RESOURCES POOL, ROCKLAND COUNTY

Robert Abernathy, French hornist
Bernard Albin, city planner
Eraine Albin, city planner, *Art Coordinator*
Alex Alland, anthropologist
James Anderson, political scientist
H. M. Anwar, research chemist
Theodore Apstein, playwright
Nathaniel Arbiter, mineralogist, *Science Coordinator,* 1960-62
Preston R. Bassett, chemical engineer, *Science Coordinator,* 1960-63
Allan Be, micropaleontologist
Corinne Bow, committeewoman
Ralph C. Braden, politician
Helen Bryant, town councilman
James Brune, seismologist
Milton Carrow, lawyer
James Collier, writer
David Colwell, lawyer
LaNoue Davenport, recorder player
Morris Davidson, artist
Dorothy Salisbury Davis, novelist
Theodore de Bary, professor of oriental civilizations
Stanley Denison, committeeman
William Diebold, economist
Daniel Dodson, writer
James Dorman, seismologist
John Dow, town chairman, Democratic Party
Charles Drake, geophysicist
Lewis English, psychiatrist
D'Ann Fago, artist
Vincent Fago, cartoonist, writer
James Fitch, architect
Laura Fitzgerald, committeewoman
Wilson P. Foss, industrialist
Betty Friedan, writer, *Pool Director*
Alice Gerard, playwright

Seymour Gurlitz, architect
Herbert Gutman, historian
Albert Holland, lawyer
Langley Howard, illustrator
Alpheus W. Jessup, foreign correspondent
Jerome Johnson, lawyer
Elayne Jones, percussionist
Theodore Kaghan, correspondent
Koren der Karootian, sculptor
Joseph Kastner, editor
Sumner Kaufman, engineer
J. M. Keil, vice-president, advertising agency
Theodore Kelly, Justice of the Peace
Sammis Kirby, town chairman, Republican Party
Harold Kreiger, commercial photographer
John Landgraf, anthropologist, *Social Science Coordinator,* 1960-62
Lucille Lawrence, harpist, *Music Coordinator,* 1962-63
William Layton, pathologist
Roberta Leber, ceramist
Edgar Levy, artist
Henry M. Magid, professor of philosophy
Richard May, Jr., city planner
Lisa Merrill, town chairman, Liberal Party
Theodore Merrill, editor
Hugh Mesibov, artist
Burroughs Mitchell, book publisher
J. Henry Mock, town attorney, Republican Party Chairman
Daniel Newman, artist
Ken Nishi, artist
Joseph Nowicki, State Senator
Clarence Noyes, Town Supervisor
John J. O'Connell, union official
John Olin, historian
William Owens, novelist, professor
Frederick Palmer, banker
Alice Beals Parsons, Liberal Party Chairman
Blanche Phillips, sculptress
Theodore Pochapsky, physicist
Donald Reihard, process engineer
V. Henry Rothschild II, tax attorney
Isabelle Savell, political scientist
Robert Schwartz, correspondent

Robert Sennish, professor of humanities, *Writing Coordinator,* 1960-61
Gene Setzer, political scientist
Morton Silberman, district attorney
Sidney Simon, artist
Janet Simons, violist, *Music Coordinator,* 1960-62
Lane Slate, television writer, producer
Margarita Smith, magazine fiction editor
Melinda Talkington, cultural historian
James Tanaka, commercial artist
Donald Tapley, professor of medicine
Elliot Tozer, publicist, *Writing Coordinator,* 1961-62
Dan Trimboli, saxophonist
Vaclav Vytlacil, artist
Ben Ward, electronics engineer
Gardner F. Watts, historian
Donald Waxman, pianist, composer
Sloan Wayland, sociologist
Robin Winkler, member, N. Y. Stock Exchange
Arthur Woodward, psychiatrist
William Zeck, Democratic Party Chairman

SCHOOL COORDINATORS OF THE PROJECT

Dr. Eino L. Michelson, *Superintendent of Schools,* South Orangetown District #1, (1960-61)
Dr. Stanley L. Raub, *Superintendent of Schools,* South Orangetown District #1, (1961-1963)

Arnold Rist, guidance counsellor, *District School Coordinator,* 1960-61
Leo Poulos, school principal, *District School Coordinator,* 1961-62
Alexander F. Soutar, school principal, *District School Coordinator,* 1962-63

Nancy Allen, teacher, *School Art Coordinator,* 1962-63
Florence Bloom, teacher, *School Social Science Coordinator*
James Brassil, teacher, *Elementary Schools' Coordinator,* 1962-63
Pat Ciricillo, teacher, *School Music Coordinator*
Robert Dillon, social studies teacher
Theodore Eiben, teacher, *School Science Coordinator*
Lillian Forgacs, teacher, *School Art Coordinator,* 1960-62
Martin Frank, teacher, *School Mathematics Coordinator*
Georgiana Hansen, teacher, *Elementary Schools' Coordinator,* 1960-62
Lucien Lambert, teacher, *School Writing Coordinator,* 1961-1963
Michael McGrath, elementary schools science consultant
Robert Meylan, social studies teacher
Ben Mendelsohn, social studies teacher
William Moran, teacher, *School Writing Coordinator,* 1960-62
Sandra Shangold, art teacher

Pat Aleskovski, secretary to Pool and School Coordinators